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ABSTRACT

An analysis of 358 higher education institutions offering 622 special programs and services for Hispanic Americans and American Indians concluded that institutional effort toward Hispanics in higher education was largely a function of client demand and available funding. In areas where population density was highest for Hispanics, colleges and universities were active in providing special programs and services to meet the specific educational and cultural needs of Hispanics. Increased institutional effort including expansion of programs offered in the graduate and professional fields and in the physical sciences at all levels appeared dependent upon a continuation and extension of external support. An examination of the 11% of American colleges and universities identifying their efforts toward Hispanics indicated that in order to assure equality of educational opportunity, Hispanics must organize and secure strong and continued sponsorship within state and national political bodies. As an underprivileged, disadvantaged but growing segment of the U.S. population, Hispanics who are contributing to the support of public services, need and are beginning to demand a greater share of public goods, including higher education. Institutions of higher education, both public and private, cannot respond to these demands of Hispanics without the internal support of academic leadership and external support of political sponsorship. (Author/NQA)

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# AN ANALYSIS OF PROGRAMS AND SERVICES IN HIGHER EDUCATION FOR HISPANIC AMERICANS: IMPLICATIONS FOR HIGHER EDUCATION ADMINISTRATION

by

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AN ANALYSIS OF PROGRAMS AND SERVICES IN HIGHER EDUCATION FOR HISPANIC AMERICANS: IMPLICATIONS FOR HIGHER EDUCATION ADMINISTRATION

Over the past two decades, the plight of minorities in gaining access to institutions of higher education in the United States has been described by many, decried by a few, but largely tolerated and rarely ameliorated by any vigorous effort on the part of most educational leaders. Prompted by the demands of the Civil Rights Movement of the sixties and strengthened by the Supreme Court decisions of the seventies affecting the use of racial quotas, college and university administrators have been sensitized to minority issues, particularly those of Blacks, and forced to assess policies and practices for their impact on all minorities in quest of equal educational opportunity. Collectively, the efforts to remedy past injustices and reverse racial and ethnic discrimination in American higher education has taken the form of opening college doors, especially those of the two-year, public, community college, a bit wider to admit more minority students, establishing federally-funded support services to sustain that enrollment, and complying with regulations of the Office of Civil Rights lest that support be withdrawn. Few would argue, however, that the cause of minorities in general or that of Hispanic Americans in particular has emerged during the past decade as an overarching, institutional concern accompanied by a corresponding commitment of leadership and resources in any but a very small percent of American colleges and universities.

What can be demonstrated, nevertheless, with data on racial and ethnic enrollment in institutions of higher education from both public and private sources, is that through some combination of external demand and individual institutional, and political effort, the participation of Hispanic Americans

in higher education has increased steadily and at times dramatically since 1968. However, there are growing concerns that past gains made toward the attainment of equal educational opportunity are in jeopardy and may not persist through the eighties (Olivas, 1979; Haro, 1980; Astin, 1981). Morris (1979) in a recent study of the progress of Blacks in higher education amplified this concern when he wrote:

> The history of black progress in higher education has, until the last decade, been characterized by monumental efforts of Blacks and by the relentless resistance and indifference of the larger society. Progress was so slow before the 1970's that subsequent advances by Blacks seem monumental. For example, more black Ph.D.'s in virtually every major field graduated between 1974 and 1977 than had ever graduated in American history... Blacks have continued to make progress in most areas of higher education. Unfortunately, the rate of progress has diminished almost to a trickle. In some areas, particularly progressional education, progress has all too quickly given way to stagnation...
>
> Morris, 1979, p.2-3.

A review of the history of Hispanic American participation in higher education reveals far less success than that experienced by Blacks or Asians. In 1980, although full-time enrollment at the undergraduate level has doubled since 1970, Hispanic Americans remained under-represented in most major fields of study and accounted for less than four percent of the total enrollment at all levels of study in higher education. As a minority population group with a dramatic 61 percent increase in number between 1970 and 1980 Census of the Population and currently accounting for 6.4 percent of the residence population of the United States, Hispanics are presenting greater demands on all public services but most especially on public education at all levels. With higher than average attrition rates from school and college, decreasing financial assistance, and an apparent shift in

political sponsorship at the national level, all disadvantaged students, but particularly Hispanic Americans, are likely to be cut off from the academic avenues to social and economic enhancement at a time when their demands for the same are most likely to escalate.

The questions provoked by a review of progress made by Hispanic Americans in pursuit of equal educational opportunities in higher education are multiple but can, we believe, be expressed succinctly in the two statements which follow:

(1) If left to their own initiative ard resources, will institutions of higher education be able to accept and meet the new challenges inherent in providing opportunities in higher education for this nation's fastest growing minority group?

and

(2) Assuming that colleges and universities accept the challenges, what is known of successful institutional effort that might emerge as a model for the implementation of academic programs and services intended to meet the specific educational and cultural needs of Hispanic Americans?

Although one can only speculate at this time about the response to the first of these questions, there is little doubt that the second can and must be addressed. In an initial attempt to correct deficiencies in our knowledge of institutional effort toward minorities, a research group at the University of New Mexico with support from the Carnegie Corporation of New York undertook in early 1980 a national study of existing programs and services in American colleges and universities that were designed to assist Hispanic Americans and American Indians. Because there was no single source of this information available to a wide and growing range of ptoential users, the first task of the research project involved the collection of data on special

programs and services for Hispanic Americans and American Indians for publication as a national directory. Compiled from data submitted by over 1200 colleges and universities in response to the survey of all colleges and universities (n = 3173) listed in the 1978-79 Directory of Colleges and Universities prepared by the National Center for Education Statistics, the first Directory of Hispanic and American Indian Higher Education Programs was published by the University of New Mexico Press in the summer of 1980. This Directory offers detailed information on the 622 special programs and services for Hispanic Americans and American Indians and unique descriptions of the 358 colleges and universities that offer them. Each specialized service and program is presented by purpose, target population, type of activity, funding, and academic field when appropriate.

The collection of data on special programs and services for members of these two minority groups provided, in addition to the Directory, the first description listing of such programs and services in American higher education from which further research might follow. The remainder of this paper is devoted to the subsequent analysis of the Directory data and deals specifically, for the most part, with programs and services for Hispanic Americans. A similar analysis of institutional effort toward the American Indian is available through the College of Education at the University of New Mexico.

Stimulated by the 40 percent response rate to the first survey to determine the nature and extent of special programs and services for Hispanic Americans and American Indians in higher education and by numerous unsolicited calls and letters supporting such an effort, the Univeristy of New Mexico research team with extended support from the Carnegie Corporation of New York began a detailed analysis of survey data in late 1980.

In Table 1, the distribution of survey respondents and non-respondents is presented by type of institution and institutional control and compared with those of all institutions of higher education listed in the 1978-79 NCES Directory of Colleges and Universities.

TABLE 1

Distribution of Survey Respondents and Non-Respondents Compared with Population of Colleges and Universities by Type and Control, 1980.

| INSTITUTIONAL TYPE AND CONTROL | COLLEGES AND UNIVERSITIES[1] | | | | | |
|---|---|---|---|---|---|---|
| | SURVEYED | | RESPONDENT | | NON-RESPONDENT | |
| | n | % | n | % | n | % |
| ALL INSTITUTIONS | 3173 | 100 | 1276 | 40.2 | 1897 | 59.8 |
| 4 Year | 1962 | | 925 | | 1037 | |
| 2 Year | 1211 | | 351 | | 860 | |
| PUBLIC INSTITUTIONS | 1488 | 46.8 | 699 | 46.9 | 789 | 53.0 |
| 4 Year | 560 | | 396 | | 164 | |
| 2 Year | 928 | | 303 | | 625 | |
| PRIVATE INSTITUTIONS | 1685 | 53.1 | 577 | 34.2 | 1108 | 65.7 |
| 4 Year | 1402 | | 529 | | 873 | |
| 2 Year | 283 | | 48 | | 235 | |

[1] Includes all institutions listed in the 1978-79 Directory of Colleges and Universities, National Center for Education Statistics, 1980.

Of the 3173 institutions of higher education included in the survey, 1276 colleges and universities returned the set of two instruments used to gather information on institutional characteristics and special programs and services for American Indians and Hispanic Americans. Of the responding

institutions, 46.9 percent were public and represented the 46.8 percent of public institutions inlcuded in the survey. Private institutions comprised 53.1 percent of the institutions surveyed and 34.2 percent of those responding. Close to one-half (47 percent) of all four-year institutions surveyed returned data on their institutions and programs while less than one-third (27.5 percent) of the two-year institutions surveyed did so. Prior to the analysis of data from responding institutions, it was hoped that two-year institutions which in 1979 made up 38 percent of all institutions would be adequately represented in both survey returns and the published Directory of Programs.

From the 1276 completed survey packets, data from 358 colleges and universities (28 percent) met the criteria established for inclusion in the Directory. Two data sets were prepared from the responses submitted by these 358 institutions with established programs and services for American Indians and Hispanic Americans. The first set dealt with institutional characteristics and included data on type of institution, location, type of control, highest academic credential offered, size as measured by enrollment as well as enrollment of Hispanic Americans by level and field of study, employment of Hispanics, and numerous indicators of the level of campus activity designed especially for Hispanics such as clubs, student organizations, and library collections. The second data set identified the characteristics of special programs and services offered by these colleges and universities for either American Indian or Hispanic American students.

From these data tapes and others obtained from national sources, it was possible to develop tables representative of the institutional effort of

358 colleges and universities toward Hispanics and Indians. While no attempt was made to generalize from the findings of the study of these 358 institutions, several comparisons were made between this group of colleges and others that either had no special services or programs or chose not to respond to the survey. The research objective was to describe the 358 colleges and universities included in the Directory and the 622 programs and services that these institutions identified as being of particular interest to Hispanic Americans and American Indians. Tests of the representativeness of these 358 institutions of higher education were conducted on variables believed related to the effort made by colleges and universities to serve minority students.

The following tables indicate how the 358 "Directory" institutions compare with all institutions of higher education included in the survey on three important variables: type of institution, full-time enrollment of Hispanic students, and degrees earned by Hispanic Americans.

In Table 2, (see following page) the 358 Directory institutions of higher education are compared with two other categories of institutions (those responding and those included in the survey) using institutional type (4 year and 2 year) control (public and private) as variables.

Several interesting findings emerged from this comparison. First, it is noted that four-year institutions, both public and private, are overrepresented in both the Respondent and Directory categories. While comprising 61.8 percent of all institutions surveyed, the four-year institution accounted for 72.5 percent of survey respondents and 66.7 percent of institutions included in the Directory. On the other hand, two-year institutions, both public and private, appear under-represented in both the Respondent and

Directory categories. While two-year institutions accounted for slightly over 38 percent of all institutions included in the survey, they represent 27.5 percent of responding institutions and 33.2 percent of those included in the Directory.

TABLE 2

Comparison of Institutions Surveyed with Institutions Responding To the Survey and Institutions Included In Directory of Hispanic and American Indian Programs in Higher Education, By Type and Control.

| Institutional Type and Control | COLLEGES AND UNIVERSITIES[1] | | | | | |
|---|---|---|---|---|---|---|
| | SURVEYED | | RESPONDING TO SURVEY | | INCLUDED IN DIRECTORY | |
| | n | % | n | % | n | % |
| ALL INSTITUTIONS | 3173 | | 1276 | | 358 | |
| 4 Year | 1962 | 61.8 | 925 | 72.5 | 239 | 66.7 |
| 2 Year | 1211 | 38.1 | 351 | 27.5 | 119 | 33.2 |
| PUBLIC INSTITUTIONS | 1488 | | 699 | | 251 | |
| 4 Year | 560 | 37.6 | 396 | 56.6 | 147 | 58.5 |
| 2 Year | 928 | 62.3 | 303 | 43.3 | 104 | 41.4 |
| PRIVATE INSTITUTIONS | 1685 | | 577 | | 107 | |
| 4 Year | 1402 | 83.2 | 529 | 91.6 | 92 | 85.9 |
| 2 Year | 283 | 16.8 | 48 | 8.3 | 15 | 14.0 |

[1] Includes all institutions of higher education listed in the 1978-79 Directory of Colleges and Universities, National Center for Education Statistics, 1980.

The over-representation of four-year institutions merits further study. One could suggest that four-year institutions may be better staffed to respond to detailed questionnaires regarding their programs and services. On the other hand, four-year institutions may indeed be more active in providing services and programs for minorities. The under-representation of two-year institutions, while not severe, is disconcerting since many scholars of higher education claim that it is the two-year institution that is being used to provide educational opportunities for minorities.

In Table 3, (see following page) institutions are compared on the basis of their full-time enrollment of Hispanic Americans. Numbers for this table were generated from data tapes on racial and ethnic enrollment in higher education made available by the National Center for Education Statistics for the years 1976 through 1980. Full-time enrollment statistics were used for all institutions in the continental United States as reported in the Fall Enrollment and Compliance Report submitted to NCES in the years 1976, 1978, and 1980.

Very little fluctuation is found in the enrollment of Hispanic Americans in the 358 Directory institutions between the years 1976 and 1980. In 1976, Directory institutions accounted for 40.7 percent of the full-time, undergraduate enrollment of Hispanic Americans in public, four-year colleges and universities; 41.7 percent in 1978; and 42.7 percent in 1980. When all levels of enrollment are examined, Directory institutions exhibit a similar stability accounting for 30.9 percent of the total enrollment of Hispanics in 1976; 28.9 percent in 1978; and 29.3 percent in 1980.

By contrast, the Directory institutions accounted for 2.7 percent of the full-time, undergraduate enrollment of Hispanics in private, two-year institutions in 1976; 1.7 percent in 1978; and 2.8 percent in 1980. The over-representation of public and four-year institutions noted earlier in the analysis of survey respondents (Table 2) is reflected here in the figures of Table. 3.

TABLE 3

Comparison of Full-Time Enrollment of Hispanic Americans in Institutions of Higher Education in the United States with Institutions having Hispanic American Programs and Services,[1] by Type of Institution and Level of Study, 1976, 1978, 1980.

FULL-TIME ENROLLMENT OF HISPANIC AMERICANS

| YEAR | LEVEL OF STUDY | TYPE OF INSTITUTION | ALL INSTITUTIONS[2] n | DIRECTORY INSTITUTIONS n | DIRECTORY INSTITUTIONS % |
|---|---|---|---|---|---|
| 1976 | Undergraduate | 2 Year Public | 96,784 | 32,459 | 27.8 |
| | Undergraduate | 2 Year Private | 16,714 | 511 | 2.7 |
| | Undergraduate | 4 Year Public | 104,593 | 42,540 | 40.7 |
| | Undergraduate | 4 Year Private | 46,081 | 5,928 | 14.7 |
| | Subtotal: All Institutions | | 264,172 | 81,438 | 30.8 |
| 1976 | Graduate | 4 Year Public | 6,368 | 2,686 | 42.2 |
| | Graduate | 4 Year Private | 3,092 | 614 | 19.8 |
| | Subtotal: All Institutions | | 9,460 | 3,300 | 34.8 |
| 1976 | 1st Professional | 4 Year Public | 3,395 | 1,043 | 30.7 |
| | 1st Professional | 4 Year Private | 2,049 | 548 | 26.7 |
| | Subtotal: All Institutions | | 5,444 | 1,591 | 29.2 |
| 1976 | All levels | All Institutions | 279,076 | 86,329 | 30.9 |
| 1978 | Undergraduate | 2 Year Public | 86,666 | 29,418 | 33.9 |
| | Undergraduate | 2 Year Public | 26,126 | 458 | 1.7 |
| | Undergraduate | 4 Year Public | 113,456 | 47,357 | 41.7 |
| | Undergraduate | 4 Year Private | 65,395 | 7,040 | 10.7 |
| | Subtotal: All Institutions | | 291,643 | 84,273 | 28.8 |

TABLE 3 (continued)

Comparison of Full-Time Enrollment of Hispanic Americans in Institutions of Higher Education in the United States with Institutions having Hispanic American Programs and Services,[1] by Type of Institution and Level of Study, 1976, 1978, 1980.

FULL-TIME ENROLLMENT OF HISPANIC AMERICANS

| YEAR | LEVEL OF STUDY | TYPE OF INSTITUTION | ALL INSTITUTIONS[2] n | DIRECTORY INSTITUTIONS n | DIRECTORY INSTITUTIONS % |
|---|---|---|---|---|---|
| 1978 | Graduate | 4 Year Public | 6,461 | 2,516 | 38.9 |
| | Graduate | 4 Year Private | 3,373 | 674 | 19.9 |
| | Subtotal: All Institutions | | 9,834 | 3,190 | 32.4 |
| 1978 | 1st Professional | 4 Year Public | 3,714 | 1,074 | 28.9 |
| | 1st Professional | 4 Year Private | 2,552 | 618 | 24.2 |
| | Subtotal: All Institutions | | 6,266 | 1,692 | 27.0 |
| 1978 | All Levels | All Institutions | 337,743 | 89,155 | 28.9 |
| 1980 | Undergraduate | 2 Year Public | 99,023 | 32,414 | 32.7 |
| | Undergraduate | 2 Year Private | 17,646 | 506 | 2.8 |
| | Undergraduate | 4 Year Public | 122,263 | 52,321 | 42.8 |
| | Undergraduate | 4 Year Private | 81,156 | 8,171 | 10.1 |
| | Subtotal: All Institutions | | 320,088 | 93,412 | 29.2 |
| 1980 | Graduate | 4 Year Public | 7,293 | 2,915 | 39.9 |
| | Graduate | 4 Year Private | 4,263 | 841 | 19.7 |
| | Subtotal: All Institutions | | 11,556 | 3,756 | 32.5 |
| 1980 | 1st Professional | 4 Year Public | 4,410 | 1,540 | 34.9 |
| | 1st professional | 4 Year Private | 3,427 | 689 | 20.1 |
| | Subtotal: All Institutions | | 7,837 | 2,229 | 28.4 |
| 1980 | All Levels | All Institutions | 339,481 | 99,397 | 29.3 |

[1] Includes the 358 colleges and universities with established programs and services for Hispanic Americans and American Indians that responded to a national survey conducted by the University of New Mexico in January 1980.

[2] Figures are those reported in the Fall Enrollment and Compliance Reports of 1976, 1978, and 1980 to the National Center for Education Statistics.

What appears more interesting, however, in the examination of data displayed in Table 3 is the observation that so few (less than twelve percent) of the colleges and universities in the United States are doing so well in attracting over thirty percent of the full-time enrollment of Hispanic American students. There is little doubt that a concentration of Hispanic American students in certain colleges and universities exists and is similar to the concentration of Hispanics found in certain cities and states of this nation. This relationship between population density and enrollment of Hispanics in higher education is explored later in this paper.

In Table 4, (see following page) Directory and non-Directory institutions are compared using the number and level of academic degrees earned by Hispanic Americans as the variable.

While the data presented in Table 4 are limited to degrees earned in a single year, it is once again interesting to observe that slightly over eleven percent of all the colleges and universities in the United States are conferring one-third of all associate degrees, one-half of all bachelor's degrees, and close to forty percent of all graduate and first professional degrees earned by Hispanic Americans.

Courses of Study for Hispanic Americans

In an attempt to identify courses of study leading to a degree that were designed with the particular interests of Hispanic students in mind, colleges and universities were asked to list the number and nature of academic courses of study they felt might be appropriately labeled as "Hispanic" courses of study. Of the 358 colleges and universities included in the Directory, sixty percent had developed and implemented one or more courses of study for Hispanic

TABLE 4

Academic Degrees Earned by Hispanic Americans In Institutions Having Special Programs and Services for Hispanic Americans, by Type of Degree and Field of Study, July 1, 1978 - June 30, 1979.

DEGREES EARNED BY HISPANICS IN 358 INSTITUTIONS[1]

| FIELD OF STUDY | ASSOCIATE | BACHELOR | MASTER | 1ST PROFESSIONAL | DOCTORATE |
|---|---|---|---|---|---|
| Agriculture | | 125 | 2 | | 8 |
| Architecture | | 120 | 17 | | |
| Area Studies | | 31 | 6 | | 1 |
| Biological Sciences | | 524 | 30 | | 13 |
| Business | | 1492 | 200 | | 1 |
| Communications | | 220 | 12 | | 1 |
| Computer Science | | 65 | 10 | | |
| Education | | 1556 | 1177 | | 76 |
| Engineering | | 588 | 95 | | 10 |
| Fine Arts | | 311 | 52 | | 1 |
| Foreign Languages | | 432 | 67 | | 24 |
| Health Professions | | 412 | 59 | | 1 |
| Dentistry | | | | 13 | |
| Medicine | | | | 120 | |
| Osteopathic Medicine | | | | 1 | |
| Pharmacy | | | | 2 | |
| Veterinary Medicine | | | | 9 | |
| Home Economics | | 75 | 14 | | |
| Law | | 2 | 3 | 311 | |
| Letters | | 279 | 62 | | 6 |
| Library Science | | | 41 | | |
| Mathematics | | 82 | 14 | | 1 |
| Physical Sciences | | 155 | 26 | | 8 |
| Psychology | | 527 | 49 | | 34 |
| Public Affairs | | 677 | 296 | | |
| Social Sciences | | 1368 | 104 | | 19 |
| Theology | | 1 | 12 | 22 | 3 |
| Interdisciplinary Studies | | | 428 | 24 | 8 |
| Business Technolgoy | 1001 | | | | |
| Data Processing | 140 | | | | |
| Allied Health | 719 | | | | |
| Mechanical & Engineering Technology | 555 | | | | |
| Natural Science Technology | 124 | | | | |
| Public Service | 498 | | | | |
| Arts and Science | 3939 | | | | |
| Total | 6976 | 9470 | 2384 | 484 | 215 |
| Total U.S. Degrees Earned by Hispanics 1976-1977 | 20,834 | 18,663 | 6069 | 1076 | 522 |
| % of Total Degrees Eaned by Hispanics in Special Programs | 33.4% | 50.7% | 39.2% | 44.9% | 41.2% |

[1] Includes the 358 colleges and universities represented in the Directory of Hispanic & American Indian Higher Education Programs, University of Mexico Press, 1980.

students. In Table 5, the distribution of these Hispanic courses of study is presented.

TABLE 5

Distribution of Hispanic Courses of Study Offered by Institutions Having Special Programs and Services for Hispanic Americans, by Field of Study, January 1980.

| | HISPANIC COURSES[1] | |
|---|---|---|
| FIELD OF SUTDY | NUMBER | PERCENT OF RESPONSES |
| Agriculture & Natural Resources | 1 | 0.3 |
| Art and Humanities | 9 | 2.5 |
| Bilingual Education | 61 | 17.3 |
| Business Management | 6 | 1.7 |
| Computer Science | 1 | 0.3 |
| Education | 12 | 3.4 |
| English as a Second Language | 19 | 5.4 |
| General Studies | 2 | 0.8 |
| Law | 4 | 1.1 |
| Math | 1 | 0.3 |
| Medical Sciences | 9 | 2.5 |
| Physical Sciences | 1 | 0.3 |
| Religious Studies | 13 | 3.7 |
| Social Studies | 31 | 8.8 |
| Allied Health | 2 | 0.6 |
| Data Processing | 2 | 0.3 |
| Education-Vocational | 4 | 1.1 |
| English Proficiency | 2 | 0.6 |
| Engineering & Science Technology | 1 | 0.3 |
| Interdisciplinary Studies-GED | 2 | 0.6 |
| Office Education | 9 | 2.5 |
| Public Service | 3 | 0.8 |
| American Studies | 8 | 2.3 |
| International Studies | 4 | 1.1 |
| Hispanic and Chicano Studies | 111 | 31.4 |
| Spanish | 34 | 9.8 |
| TOTAL | 352 | 100.0 |

[1] Includes courses offered for academic credit and itentified as having particular relevance for Hispanic American students by the 358 colleges and universities included in the Directory of Hispanic and American Indian Higher Education Programs, University of New Mexico Press, 1980.

A total of 352 courses of study were reported by the Directory institutions as having been designed with the particular educational and cultural needs of Hispanics in mind. Of these courses of study, 111 or 31.4 percent were called either "Hispanic" or "Chicano" Studies. The second most frequent category of courses designed for Hispanic American students was bilingual education which accounted for 17.3 percent of all reported courses. Thirty-one of the special courses of study were entitled "Social Studies" and included courses with particular emphasis upon the history and culture of Mexican-Americans and others of Spanish heritage. Spanish language courses accounted for 34 of the 352 courses reported.

While courses of study dealing with the history, language and culture of Hispanics comprised the majority of courses called "Hispanic", courses in mathematics, physical science, computer science, and engineering were in the minority and represented less than one-percent of all reported Hispanic courses of study.

When institutions reporting Hispanic courses of study were examined by institutional type, it was learned that 72 percent of all "Hispanic" courses of study were found in four-year colleges and universities. The two-year college effort in providing special courses of study for Hispanics was associated most frequently with special vocational courses such as those offered in office education, allied health, and data processing.

When special programs for Hispanic Americans were examined by type of credential offered, it was found that of the 352 courses of study identified as being for Hispanic Americans 17 percent led to an associate degree, 20 percent to a bachelor's degree, 8 percent to the master's degree, and 2

percent to the doctorate. Programs leading to the first professional degree accounted for 3 percent of all special programs for Hispanics. The majority of special programs, however, were multi-level and involved a progression of steps from courses leading to a certificate only to graduate courses leading to the doctoral degree.

Among the 622 special programs and services identified by the 358 Directory institutions were 6 that were neither support services nor academic programs. These six programs were research projects that only indirectly involved Hispanic Americans and a phenomenon in which they were involved as subjects of the study.

Of the 622 programs and services included in the Directory as being for Hispanic Americans and American Indians, close to 45 percent were support services and included institutional efforts in recruitment, financial aid, academic orientation, counseling, and tutoring.

One-third (n = 210) of all special programs and services in the Diectory identified the Hispanic American student as the primary target while another 25 percent were for Hispanic Americans as well as members of other minority groups.

Finally, when the 210 special programs and services for Hispanic students only were studied, it was found that institutions of higher education making this special effort toward Hispanic Americans were located in the areas with the highest population concentrations of Hispanic Americans, namely, in California, New Mexico, Texas, New York, Illinois, and Florida. Of the twenty institutions of higher education considered most active in

providing services and programs for Hispanics, 12 were in the Southwest, 4 in the Northeast, 3 in the Midwest, and 1 in Florida.

A final determinant of institutional effort toward minorities in general was assumed to be the level of external funding available to support that effort. Colleges and universities were asked in January 1980 to identify the funding source for each special program or service offered to Hispanic Americans and American Indians. From data reported by 358 colleges and universities with special programs and services for either Hispanic Americans, American Indians, or both, it was learned that six out of every ten programs and services designed to assist Hispanic Americans depend totally on funds generated from external sources. The single largest source of external funding for special programs and services for Hispanic Americans in institutions of higher education was the federal government whose grants accounted for eighty percent of the support of specialized programs and services.

Summary

From an analysis of 358 institutions of higher education offering a total of 622 special programs and services for Hispanic Americans and American Indians, it can be concluded that the institutional effort toward Hispanic Americans in higher education is largely a function of client demand and available funding. In those areas of the United States where population density is highest for Hispanic Americans, colleges and universities are active in providing special programs and services to meet the specific educational and cultural needs of Hispanics. However, increased institutional effort including expansion of programs offered in the graduate and professional fields and in the physical sciences at all levels appears to be dependent upon a continuation and extension of external support. From an examination of the

eleven percent of American colleges and universities that have identified their efforts toward Hispanic Americans, it appears that if Hispanic Americans are to attain their goals of assuring equality of educational opportunity, they must organize and secure strong and continued sponsorship within state and national political bodies. As an underprivileged, disadvantaged but growing segment of the resident population of the United States, Hispanic Americans who are contributing to the support of public services provided by this nation, need and are beginning to demand a greater share of its public goods including higher education. Institutions of higher education, both public and private, cannot respond to these demands of Hispanic Americans without the internal support of academic leadership and the external support of political sponsorship. Only by working together can the goals of equal educational opportunity in higher education for close to fifteen million Hispanic residents of this country become a productive reality instead of a provocative rebuttal of a reality where most Hispanics are resentful, many who attempt to correct the inequities are rejected, and only a few are rewarded with both access and success in higher education.

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